Inspection report

Organisation name	LSI Brighton
Inspection date	24–25 March **17 July 2026**

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation. However, **evidence must be submitted within three months to demonstrate that weaknesses in S3 have been addressed.**

Summary statement

The British Council inspected and accredited LSI Brighton in March and July 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and closed groups and vacation courses for adults (18+) and young people (16+) and under 18s.

Strengths were noted in the areas of student administration and accommodation.

The inspection report noted a need for improvement in the area of publicity.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Language Studies International (LSI) Brighton is one of the three accredited year-round schools based in the UK along with LSI London and LSI Cambridge. The group has other schools in Canada, the USA, Australia and New Zealand. In the UK there are schools in Brighton and London as well as Cambridge. The school offers throughout the year general English courses for adults and young learners, and short-course closed group programmes. In the summer of 2026, the school will be running for the first time a young learner residential course in the premises of the University of Brighton.

The last inspection took place remotely in 2021. Since that time the school's senior management team has completely changed and currently consists of the school director, the Director of Studies (DoS), and the accommodation manager. The schools in the group share a number of centralised functions such as marketing, administration and HR.

In March, two inspectors visited the school for one and a half days. At the time of the inspection two general English classes were running and classes for two young learner groups from Austria. Meetings were held with the school director, the Director of Studies (DoS) and the accommodation manager. Focus group meetings were held with teachers, group leaders, activity staff and two groups of students. All teachers working in the week of the inspection were observed. One inspector inspected the on-site residence in person and visited remotely two homestays.

The same two inspectors visited the school for a day on 17 July to conduct a supplementary inspection of the open enrolment junior courses for students aged six to 11 and 12 to 17. During the visit they held meetings with the centre director, the DoS and the accommodation manager. Focus group meetings were held with teachers, students, activity leaders and group leaders. The three teachers on the junior programmes were observed.

Address of main site/head office

LSI Brighton, 55-61 Portland Road, Brighton BN3 4LL

Description of sites visited/observed

LSI Brighton occupies a three-storey building in Hove. There are shops and local amenities nearby and the centre of Brighton is approximately 15 minutes away by bus. The building comprises the school and a residence with its own entrance. The main school entrance is through a reception area. The offices are accessible from reception. There are a total of 14 classrooms in the building. There are two student lounges and a student kitchen. There is also a staffroom with its own kitchen, and a study centre that can also be used as a classroom during busy periods. Outside of the school, there is a table tennis table and a garden with picnic tables and benches.

Course profile	**Year round**		**Vacation only**	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The school offers general English courses for adults (18+) and young learners (16+) throughout the year. Business English and examination preparation courses are offered as electives. Short-stay closed group programmes are run on demand. **Open enrolment junior programmes are run in January and in the summer for junior courses for students aged six to 11 and 12 to 17. The scheduled young learner residential course in the premises of the University of Brighton did not take place.**

Management profile

The centre director is assisted by the DoS, the accommodation manager, and the Assistant Director of Studies**. In the summer, the same staff also manage the junior programmes.**

Accommodation profile

Homestay accommodation is available for all students aged 12 and over. There is a school-owned residence connected to the school which accommodates those aged 18 and over. Additional residential accommodation is available at Mountford House, a facility managed by another organisation located a 10-minute walk from the school.

This accommodation is mostly used as an overspill for the school's residence, although students can request to stay there. Homestay accommodation is managed by the school. During very busy periods, a small number of students stay in accommodation managed by an agency registered with the British Council.
During the supplementary inspection there were 18 students aged 14 to 17 from junior courses staying in homestay. In addition, there were 43 adult students in homestay and 15 in the residence.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is generally effective. Feedback from students and group leaders is managed appropriately. Student administration is carried out efficiently, however, there are issues with some aspects of the publicity. *Student administration* is an area of strength. There is a need for improvement in *Publicity.*

Premises and resources
The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning
The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are generally effective. Teachers receive good support. The courses are managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Overall, the school provides its students with appropriate pastoral care. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students. *Accommodation* is an area of strength.

Safeguarding under 18s
The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided, although the safeguarding of students on site is not adequately risk assessed. There is a clear and comprehensive safeguarding policy, and staff are trained to implement it. There is a thorough safer recruitment policy, although it is not fully implemented.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school's mission statement and values are accessible through the website, handbooks and notice boards. It is made known to all staff and is integral to the working of organisation.
M4 There are very good channels of communication that work well both informally and formally within the school and with the wider LSI group. **Communication also works well on junior summer programme.**
M6 Formal staff feedback is limited, and is not systematically recorded. **Formal feedback had been obtained from staff. This issue has been addressed and is no longer a point to be addressed.**

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M12 Appraisals when conducted internally are detailed, but they had not been conducted recently for some longstanding staff, including the Director of Studies. **Appraisals have now been conducted, and this is no longer a point to be addressed.**	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 All staff are very helpful and courteous to agents, group leaders, and students, as evidenced in comments in questionnaires and in all focus groups. M15 Students, parents and agents receive very clear, comprehensive and timely advice from central marketing and local staff when needed. M18 Attendance procedures are clear, known to staff and students, rigorously implemented, particularly in the case of under 18s.	

Publicity	Need for improvement
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met

M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity includes the group website with a section on Brighton, a general prospectus, a prices and dates document, and a Brighton-specific mini-brochure. M21 The publicity claim that the school offers an ‘exciting weekly social programme’ throughout the year is inaccurate. It isn’t clear what the school actually offers and staffs, and what are suggestions, and the website claim that there is a weekly pub night is inaccurate **outside the summer.** **The claim is made that the school runs its own excursions, which is not correct. This specific claim has**	

been removed and is no longer a point to be addressed.
M23 The Brighton presentation flyer exaggerates the types of activity normally included in the social programme. The **brochure claim** that 'We provide you with what our academic team have identified as being the very best materials currently available for your level' does not match the judgment of the inspectors and the LSI Brighton academic team. Neither does the reference to 'cutting edge' resources.
The number of stated taught hours per week (16.7 hours) on the junior programme is inaccurate, as classes have two additional breaks in the middle of the two 100-minute lesson blocks.
M24 The costs of exams are not clear as students are invited to contact the school. This has been addressed and is no longer a point to be addressed. The information about the additional costs of any activities and excursions is written in very small print. It is unclear what the following website claim means: 'Activity Price Guide Free activities: marked as Free Paid local activities.' **No activities appear to be labelled as Free in the Social Activity Calendar.**
M25 There is no clear information in the publicity about the level and support given to under 18s. **This criterion remains not met.**
M27 Descriptions of the teaching staff's qualifications are inaccurate. The website claim that they are 'highly qualified' does not match the profile at the time of the inspection and in the summer. **This claim has been removed and is no longer a point to be addressed.**
The brochure claim that the teachers are 'qualified with country specific teaching credentials', is not the case for all of the teachers employed in Brighton at the time of the inspection. **This criterion remains not met.**

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Most aspects of this criterion are met. However, fire drills had not been conducted from the residence. **Fire drills have been conducted, and this is no longer a point to be addressed.** P2 Overall, the premises are in a reasonable state of repair with classrooms having been recently re-painted. Other areas are in need of decoration and are due to receive similar improvement in the near future. P4 Two large student lounges are available, one of which opens onto the garden which has benches with fixed seating and a table tennis table. Students on adult courses have access to a kitchen with microwave and kettle.	

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Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P9 The educational technology is very well maintained and promptly serviced by academic managers and an external IT support company. Teachers receive very good training in how to use the classroom technology.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.
Comments
Overall, the academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy (RASP) is sufficiently well devised, and is effectively implemented in line with the stated course objectives and the student profile. **At the time of the supplementary inspection, the RASP was being effectively implemented.**

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 There are very good arrangements in place for covering absent teachers, including the use of academic managers and teachers on the school's documented cover list. T8 **Year round,** teachers benefit from very good support and guidance from academic managers, and the former are very appreciative of the support they receive. **This was also the case on junior summer courses.**	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 The course design is entirely appropriate for adult students and young learner summer courses. Closed group short course programmes are partly based on needs analyses, but there is currently insufficient guidance for teachers on how to structure these. **Appropriate guidance is now provided, so this is no longer a point to be addressed. Suitable course design is available for the open enrolment junior programmes.** T12 Courses and the social programme cover a good number of channels through which students can learn English outside the classroom. These include a Study club and a Job club and classroom tasks that lead to students conducting surveys and making short films in local areas.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T16 Although progress tests should occur regularly, these had not taken place for some adult students, none of whom were receiving tutorials or any homework at the time of the inspection.	

Classroom observation record

Number of teachers seen	**8**
Number of observations	**10**
Parts of programme(s) observed	**General English and closed group classes in March. Lessons on six to 11 year old and 12 to 17 year old programmes in July**

Comments

Two teachers were observed twice in order to ensure that the full range of junior programme classes was seen.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers generally produced accurate models of spoken and written English, and clear explanations and relevant examples of language and usage. There was good work done on pronunciation in most lessons but in others this was lacking, when it would have been helpful to student learning of new vocabulary.

The teachers generally gave appropriate explanations of grammar and lexis.

T20 The content of lessons took into account student needs in most classes observed. It was unclear in a few cases why a particular grammar topic had been chosen and why students were asked to read a text aloud for an extended period of time.

Student needs were largely met in most classes, as the project-based lessons offered students opportunities to practise their English in pairs and small groups.

T21 Learning outcomes were clearly stated in lesson plans and on boards. Most but not all lesson activities were linked to achieving those outcomes. **The learning outcomes presented to learners in junior classes were generally in line with a task-based approach.**

T22 We saw a good range of teaching techniques used that were appropriate to the focus of the lesson and to the needs of the group. Instructions were generally clear, but on a few occasions, teachers were attempting to give instructions to students, when they were clearly engaged in another task.

In most classes teachers had set up activities well, so students were working effectively on projects or presenting outcomes of projects to the rest of the class.

In one class the teacher was struggling to hold the attention of a mixed-level class.

T23 The classroom environment was generally handled appropriately, and board work was mainly good.

Good board work was displayed in all classes.

T26 Most teachers gave positive praise to their students, and in some cases error correction techniques were used, but not in all lessons.

A lot of praise was given to students in all classes. In one class, the teacher was encouraging students to assess their own presentations and the presentations of others.

T25 Teachers generally provided opportunities for students to demonstrate their ability to use recently learned language. This included short tasks linked to activities.

Evaluation of learning was being conducted in a variety of ways including the production of posters, small guidebooks and student presentations.

T26 In almost all classes, teachers promoted a positive and inclusive learning atmosphere and students were engaged in their lessons. Teachers knew the names of their students, even on short courses, and were clearly interested in their progress.

Teachers were working hard to try and create positive learning atmospheres and succeeded in most classes.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W3 There are clear policies in place to highlight tolerance and respect, and these are reflected in the organisation's ethos. The school promotes an inclusive environment through activities and communications which include the whole school community.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W9 The provider carries out inspections of all accommodation on a regular basis. All of the required checks take place and are recorded. The person carrying out inspections is highly experienced and was previously a host. W10 Students and their representatives receive comprehensive personalised information about their accommodation, which includes a description of the host and travel arrangements. W12 Rules, terms and conditions are clearly presented, confirmed with every booking and followed up with a message prior to students' arrival. W13 Students in homestay are provided with appetising meals. Very good provision is made for students with food allergies or other specific dietary needs.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	Met

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Not met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W21 There are no written plans or itineraries for leisure activities. **These have subsequently been written, and this is no longer a point to be addressed.**	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
Throughout the year there are 16 and 17-year-old students on adult classes. At the time of the inspection there was one 17 year-old on the adult programme. Closed groups of under 18s are accepted year round. During the inspection, there was a closed group of 14 and 15 year-olds, and a closed group of 17 and 18 year-olds. During the summer period courses run for students aged six to 11 and 12 to 17. **During the supplementary inspection there were 39 students aged 12 to 17 on the junior summer programme and 17 16 and 17 year-olds on adult courses.** S3 The parental consent forms used for 16 and 17 year-olds on adult courses and closed group students are satisfactory. The school has not yet finalised the parental consent forms for other age ranges accepted on summer courses. **The parental consent form states that 9 to 13 year-olds are always supervised when this is not the case for 13 year- olds, who can have free shopping time on excursions. Currently the consent form does not mention travelling to and from school alone or going home alone by bus after some evening events.** S4 Some of the staff files sampled did not include two references. **This has been rectified and is no longer a point to be addressed.** S5 Safeguarding and supervision of students on school premises is not adequately risk assessed. **This has been risk assessed and is no longer a point to be addressed.**	

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*. The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements. On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations. Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of

a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments
D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1988
Last full inspection	October 2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	LSI Cambridge, LSI London
Other related non-accredited schools/centres/affiliates	English language schools in USA, Canada, Australia and New Zealand. Language schools for French in France and German in Switzerland
Private sector	
Date of foundation	1965
Ownership	Name of company: LSI Education Company number: 846983
Other accreditation/inspection	N/a
Premises profile	
Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	University of Brighton Junior Summer Residential Programme (04/07/2026 – 16/08/2026). 24 beds, two classrooms, catering facilities.

Student profile	At inspection in March	Peak week coincided with July visit
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	19	**55**
Full-time ELT (15+ hours per week) aged 16–17 years	10	**17 (4 on junior programme)**
Full-time ELT (15+ hours per week) aged under 16	36	**35**
Part-time ELT aged 18 years and over	0	**0**
Part-time ELT aged 16–17 years	0	**0**
Part-time ELT aged under 16 years	0	**0**
Overall total ELT/ESOL students shown above	**65**	**107**
Adult programmes: advertised minimum age	16	**16**
Adult programmes: typical age range	18–30	**18–30**
Adult programmes: typical length of stay	8	**5**

Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Brazilian, Austrian	**Brazilian, Turkish,Mexican**
Junior programmes: advertised minimum age	N/a	**6**
Junior programmes: advertised maximum age	N/a	**17**
Junior programmes: typical length of stay	N/a	**3**
Junior programmes: predominant nationalities	N/a	**Turkish**

Staff profile	At inspection	Peak
Total number of teachers on eligible ELT courses	6	**8 (3 on junior classes)**
Number teaching ELT 20 hours and over a week	1	

Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	**2**
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2 **2**
Academic managers without TEFLQ qualification or three years' relevant experience	0 **0**
Total	2 **2**

Comments

The Dos was not teaching, but the ADoS was teaching in the week of both inspections.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2 **3**
TEFLI qualification	4 **4**
ATEFL registered portfolio in progress	0 **0**
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0 **0**
Holding specialist qualifications only (for ESP/CLIL)	0 **0**
Alternative professional profile	1 **1**
Total	7 **8**

Comments

These figures include the ADoS who was teaching in the week of both inspections.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	15 **43**	45 **18**
Private home	0 **0**	0 **0**
Home tuition	0 **0**	0 **0**
Residential	2 **15**	0 **0**
Hotel/guesthouse	0 **0**	0 **0**
Independent self-catering e.g. flats, bedsits, student houses	0 **0**	0 **0**
Arranged by student/family/guardian		
Staying with own family	2 **10**	1 **21**
Staying in privately rented rooms/flats		
Overall totals adults/under 18s	19 **68**	46 **39**
Overall total adults + under 18s	15 **43**	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S3 have been addressed.

Report expires 31 March 2031